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ABSTRACT

This instructor's guide states that the objective of this modular sequence is to provide teachers with an awareness of the methods and materials used for teaching reading to Spanish-speaking students. The guide explains that there are 17 modules in the sequence and that participants should be able to arrive at a practical understanding of major concepts concerning the teaching of reading through selected readings, options to develop their own instructional activities, practical clinical applications, audio-visual materials, interaction with resource people and peers, and consultation of cross-referenced materials. An extensive bibliography is included. (PB)

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT

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MODULAR SEQUENCE:
TEACHING READING TO
SPANISH-SPEAKING STUDENTS

INSTRUCTOR'S GUIDE

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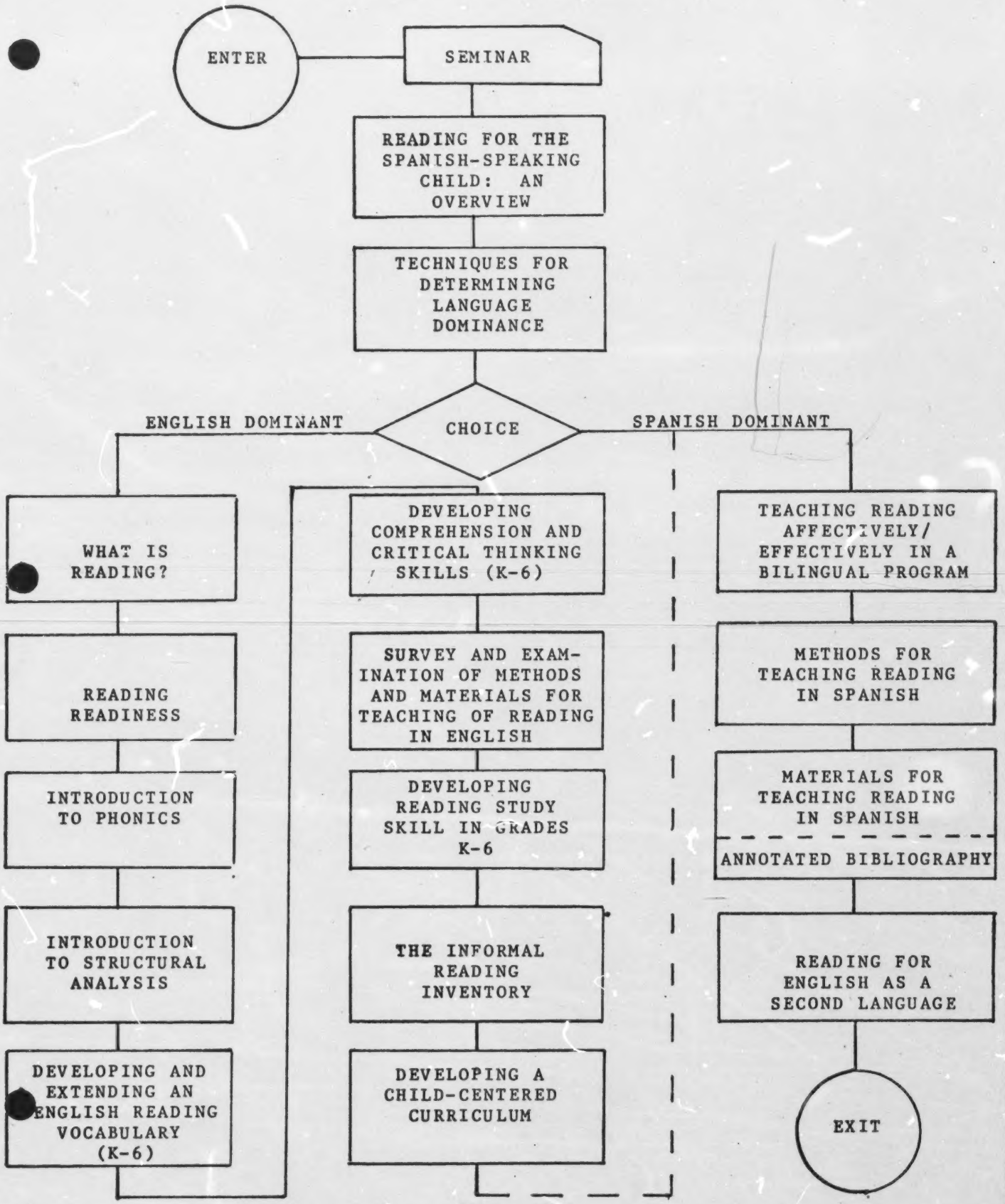
TEACHING READING TO BILINGUAL LEARNERS


ENTER
SEMINAR
READING FOR THE SPANISH-SPEAKING CHILD: AN OVERVIEW
TECHNIQUES FOR DETERMINING LANGUAGE DOMINANCE
CHOICE
ENGLISH DOMINANT
SPANISH DOMINANT
WHAT IS READING?
READING READINESS
INTRODUCTION TO PHONICS
INTRODUCTION TO STRUCTURAL ANALYSIS
DEVELOPING AND EXTENDING AN ENGLISH READING VOCABULARY (K-6)
DEVELOPING COMPREHENSION AND CRITICAL THINKING SKILLS (K-6)
SURVEY AND EXAMINATION OF METHODS AND MATERIALS FOR TEACHING OF READING IN ENGLISH
DEVELOPING READING STUDY SKILL IN GRADES K-6
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METHODS FOR TEACHING READING IN SPANISH
MATERIALS FOR TEACHING READING IN SPANISH
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EXIT

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Finally, the developers of the various modules deserve specific recognition:

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MODULAR SEQUENCE: TEACHING READING TO SPANISH-SPEAKING STUDENTS

I. RATIONALE: In recent years an effort has been made to develop viable educational programs for teachers that focus on individual needs and specified competencies to be attained. This trend grew out of a need for evaluating and improving teaching skills, rather than judging a teacher's competence solely in terms of accumulated credits, courses, grades and degrees.

II. OBJECTIVE: The comprehensive objective of this modular sequence is to provide teachers with an awareness of the methods and materials of teaching reading to Spanish-speaking students.

III. PREREQUISITES: None.

IV. ORGANIZATION: The sequence is divided into the following major areas of consideration:

TTP 002.01	Reading for the Spanish-Speaking Child: An Overview
TTP 002.02	Techniques for Determining Language Dominance
TTP 002.03	What is Reading?
TTP 002.04	Reading Readiness
TTP 002.05	Introduction to Phonics
TTP 002.06	Introduction to Structural Analysis
TTP 002.07	Developing and Extending an English Reading Vocabulary (K-6)
TTP 002.08	Developing Comprehension and Critical Thinking Skills (K-6)
TTP 002.09	Survey and Examination of Methods and Materials for the Teaching of Reading in English
TTP 002.10	Developing Reading Study Skill in Grades K-6
TTP 002.11	The Informal Reading Inventory
TTP 002.12	Developing a Child-Centered Curriculum
TTP 002.13	Teaching Reading Affectively/Effectively in a Bilingual Program
TTP 002.14	Methods for Teaching Reading in Spanish
TTP 002.15A	Materials for Teaching Reading in Spanish
TTP 002.15B	An Annotated Bibliography of Reading Materials for Spanish-Speaking Students
TTP 002.16	Reading for English as a Second Language

V. PROCEDURE: The participant will be able to arrive at a practical understanding of the major concepts of the teaching of reading to Spanish-speaking students through specified readings, options to develop his/her own instructional activities, practical clinical applications, audio-visual materials, interaction with resource people and peers, and consultation of cross-reference materials.

VI. MANAGEMENT:

1. Instructor's Procedure: It is recommended that the Instructor schedule an initial seminar to explain the overall format for proceeding through the modular sequence. While the sequence is designed to be completed in a fifteen-week period equivalent to a traditional semester, the length of time each module requires for completion varies according to the learner's needs.

2. Activities: Although some learning activities satisfy the requirements of more than one objective, the checklists contain specific resources for enumerated objectives and corresponding items on each Post-Assessment.

3. Resources: Copies of a set of readings designed specifically for this sequence is included in the respective modules. Copies of other recommended readings have not been included because of copyright restrictions. It is suggested that sufficient copies of all such recommended resource materials be secured prior to students' beginning the sequence.

4. Remediation: Activities for remediation should be agreed upon by the Instructor and student in concert. While the Instructor may wish to suggest alternatives not included in the sequence, learning activities not originally selected by the student may be used for remediation.

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